all electrical points in class rooms, unhygienic maintenance of latrines and uncleanliness of water tanks during school hours in Kendriya Vidyalayas at Shalimar Bagh, Lawrence Road, Pitampura and Sainik times in the past;

(b) if so, the details thereof;

(c) whether Government has been requested to ask officials of Kendriya Vidyalaya Sangathan and office bea rers of Vidalaya Mangement Committee to pay surprise visits to the Vidyalayas as in (a) above to solve grievances of students;

(d) if so, the number of visis made, separately, by officials and members of V.M.C. from 1st Janu ary, 1994 to 15th April, 1994 and reasons for continuance of the pro blems so far;

(e) if no visits have been made the reasons therefor;

(f) whether Government propose to take some concrete action in this regard; and

(g) if so, the details thereof and if not, the reasons therefor?

THE DEPUTY MINISTER IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPTT, OF EDUCATION AND DEPTT OF CULTURE) (KUMARI SELJA); (a) and (b) The position regarding amenities provided at these Vidayalayas was briefly reported in the Rajya Sabha in reply to Unstarred Quesiton No. 1609 on 6th August, 1993. Kendriya Vidyalaya Sangathan is? being requested to review the position further and rectify and shortcomings still persisting.

(c) to (e) As per the existing practice, the officers of Kendriya Vidyalaya Sangathan do visit individual Vidyalayas from time to time with a view to suggest improvements in the facilities and working of the Vidyalayas. There is no fixed schedule of dates of such visits to each and every Vidyalaya by different officers.

(f) According to the information furnished by the Kendriya Vidyalaya Sangthan, it has already sanctioned grants for maintenance, repairs and provision of other essential facilities to the Vidyalayas on the basis of the demands projected by the Principals with the estimates submitted by Central Public Works Department. The Kendriya Vidyalaya Sangathan is being asked to monitor the progress of maintenance work of these Vidyalayas also.

(g) Does not arise.

Objectives of Operation Blackboard Scheme

6109. SHRI SURESH PACHOURI. Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) what were the basic objectives of the Operation Blackboard Scheme;

(b) what were the targets set under the Scheme since its inception;

(c) how far these taregts have been fulfilled;

(d) whether any evaluation of the scheme has been done;

(e) if so, the results thereof; and

(f) the details of changes contemplated in the light of the outcome of the evalua tion?

THE DEPUTY MINISTER IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPTT. OF EDUCATION AND DEPTT. OF CULTURE) (KUMARI SELZA): (a) The national Policy on Eduction 1986 recognising the unattractive school environment, unsatisfactory condition of building and insuffi-

ciency of instructional material in primary schools which function as demoti-vating factors for enrolment and retention, called for a drive symbolically called "Operation Blackboard" for substantial improvement in the quality of primary school, the scheme was started in 1987-88 to bring all existing primary schools in the Country to a minimum standard of physical facilities by provid-.'■ig them with:—

(i) At least two reasonably large all weather rooms alongwith separate toilet facilities for boys & girls.

(if) At least two teachers as far as possible one of them a woman; and

(iii) Essential teaching and learning material including blackboards, maps, charts, a small library, toys and games and some equipment for work experi ence.

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(b) and (c) Initially the target of the scheme was to cover 20 per cent blacks/ municipal areas during 1987-88, 30 per cent in 1988-89 and remaining 50 percent during 1989-90. However due to constraint on resources phasing had to bo extended. In the period 1987-88 to 1993-94 the scheme could be implemented in 6397 (100 percent) blacks of the country comprising 99.9 per cent primary schools. It is proposed to cover the remaining about 500 schools 0.1 percent during 1994-95.

(d) and (e) Yes, Sir.

To evaluate implementation and impact of the scheme, NCERT and four other external agencies were entrusted with the evaluation of the first phase of operation Blackboard schemes. The main findings of these evaluation reports are:—

—The scheme has helped in improving the physical facilties in the primary schools;

—The pace of construction of school buildings has. however not been very satisfactory.

—Provision of the basic facilities under Operation Blackboard has been appreciated by teachers, pupils and community at large;

__ The utilisation of teaching learning material, however, has not been very satisfactory because of lack of training of teachers;

—Operation Blackboard schools were found to be better off than non Operation Blackboard school.

(f) Based on the external evaluation of he scheme and the past experience certain modifications in the methodology of implementation of the scheme have been brought out. These are:—

(i) Sufficient flexibility has been provided in the scheme for purchase of equipment.

(ii) As far as possible purchase of equipment will be decentralised to the district level and quality control will be emphasised.

(iii) The training of teachers has been built in the centrally sponsored scheme of Teachers education.

(iv) It has been made mandatory that at least 50 per cent woman teachers are appointed.

Central Sanskrit University in Madhya Pradesh and Maharashtra

6110. DR. SHRIKANT RAM-CHANDRA JICHKAR; Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether Government has set up a Central Sanskrit University In Madhya Pradesh;

(b) if so, what is the nature of the University;

(c) how much financial provision has been maid for this University; and